DOCUMENT RESUME

ED 227 792 HE 016 042

AUTHOR Hiley, David R.
TITLE Faculty Roles in Career Advising of Liberal Arts Students. Liberal Learning and Career Series.
INSTITUTION Association of American Colleges, Washington, D.C.
REPORT NO ISBN-0-911696-14-8
PUB DATE 82
NOTE 25p.
AVAILABLE FROM Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Counseling; Change Strategies; *College Faculty; *College Students; *Education Work Relationship; Higher Education; *Liberal Arts; Student Teacher Relationship; *Teacher Role

ABSTRACT

Reasons for faculty participation in the career preparation of liberal arts students and strategies for promoting this involvement are considered. In addition, projects at colleges and universities that have succeeded in establishing partnerships between liberal arts faculty and career counselors are described. It is suggested that since liberal arts faculty have the earliest and closest contact with students, they are in a unique position to assist students in planning for work. Yet, a 1981 survey of Association of American Colleges member institutions revealed that only 18 percent had formal activities involving faculty in career advising, and this involvement usually was to pre-law and pre-medicine students. It is emphasized that students need to know that their liberal arts education provides them with skills that are associated with long-range career success. It is important for students to begin career consideration early, to choose between different types of occupations, to research an organization in preparation for an interview, and to be prepared to justify the relevance of their education. Barriers to faculty involvement in career advising and the process of implementing this change within the college are addressed. (SW)

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Faculty Roles in Career Advising of Liberal Arts Students

by

David R. Hiley
AAC National Fellow

Associate Professor of Philosophy
Memphis State University

HE 016 042

Association of American Colleges

Projects and publications in the **Liberal Learning and Careers Series** were made possible in part by grants from Chevron, U.S.A., Inc.; Conwood Corporation; John Deere Foundation; Dobbs Houses, Inc.; Federal Express; First Tennessee Bank Corporation; The Ford Foundation; Holiday Inns, Inc.; International Business Machines Corporation; The Andrew W. Mellon Foundation; Schering Plough, Inc.; and the many corporate contributors to the AAC Special Fund.

ISBN 0-911696-14-8

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The weakest link between liberal arts students and the work world is the liberal arts faculty. Career counselors and student service personnel have designed a wide range of programs to help students examine the relation between education and work, but faculty involvement in these programs has been limited at best. Yet because we, as faculty, have the earliest and closest contact with students, we are in a unique position to assist students in planning intelligently for work.

To prevent misunderstanding about what follows in this monograph, three points must be clarified at the beginning. First, do not confuse career preparation with vocational preparation. Broadly stated, a career is the total of the work one performs in one's life. Since education should prepare a person to live with purpose, and work is an important part of a person's life, one of the aims of education is to prepare a person for purposeful work. In this sense, career preparation is continuous with academic preparation. Second, faculty involvement in career preparation does not require the subordination of traditional goals of liberal arts education, nor must we subordinate the content and objectives of our disciplines to vocational aims. Third, active faculty participation in career preparation does not mean that we should substitute for career counseling professionals; rather we should become partners with career service personnel if we are to succeed in preparing students for purposeful lives.

This monograph provides a rationale for faculty participation in the career preparation of liberal arts students, addresses questions of strategy for involving faculty, and describes a range of projects at colleges and universities that have succeeded in establishing partnerships between liberal arts faculty and career counselors.

Students of the 1960s questioned the relevance of their education and forced a re-examination of the relationship between what they learned in the classroom and "the real world"; today's job-conscious students have transformed this concern for relevance into a more prudential criticism. Every major newspaper and magazine has carried articles recently about the dismal employment prospects for liberal arts graduates. The story has become all too familiar: employment opportunities in such traditional careers as teaching and social services are decreasing; liberal arts graduates are having a more difficult time than business and professional students finding their first jobs; liberal arts students are often underemployed or are unable to find jobs in their chosen fields. Even though many of these accounts are based on surveys conducted immediately after graduation and thus do not accurately reflect the employment status of liberal arts graduates, the impression remains—

especially with college-bound students and their parents—that one cannot pursue a liberal arts education and hope to get a job. Not surprisingly we find the present generation of college students more career-oriented than their counterparts of a decade ago. Drawing on Carnegie Commission surveys conducted in 1969, 1976, 1978 and 1979, Arthur Levine discussed this difference in *When Dreams and Heroes Died*:

> When undergraduates were asked in 1969 what was most essential for them to get out of college, they ranked learning to get along with people first and formulating values and goals for their lives second. Seven years later . . . these aims fell to third and fourth position, being replaced by getting a detailed grasp of a special field and obtaining training and skills for an occupation.[1]

Because of greater career concerns among students and the general reduction in employment opportunities, the state of liberal arts education has been increasingly influenced by the state of the economy. We have witnessed declining enrollment in many liberal arts colleges and the migration of students from arts and sciences to business and technical schools in many universities. Students who remain in liberal arts programs still face a difficult transition to the work world. More than ever, a liberal arts education is considered a luxury.

Survey of Career Programs

To counter this image of liberal education, the Association of American Colleges has set as a priority the improvement of public understanding of liberal learning. Part of that effort is directed to the examination of the connection between liberal learning and work. To determine how responsive colleges and universities have been to the career interests of liberal arts students, AAC conducted a survey in May 1981 of its 600 members, which include traditional liberal arts colleges, multipurpose universities, community colleges, and research and professional institutions. Surveys were mailed both to academic officers and career counselors, and responses were received from 214 institutions—64 percent of the responses were from four-year colleges, 30 percent from universities and 6 percent from community colleges.

The survey sought to identify programs for liberal arts students in the following areas: internships and cooperative education programs; career development courses; programs that combine a liberal arts major with a career-oriented concentration or minor; job search workshops, career day programs and conferences; activities involving faculty in career advising; and the use of alumni net-

works to assist students in job exploration. Though the primary purpose of the survey was to identify innovative programs, some useful general information emerged.

It is clear from the survey that internships and cooperative education programs are the most common means of relating education and work. Of the 214 institutions responding, 91 percent made some form of internship experience available to students. The types of programs varied widely, from those directly related to the student's undergraduate major to self-designed, noncredit work experience administered by career service offices.

Most institutions provide career planning and job search assistance—89 percent of the universities and 95 percent of the four-year colleges offer resume writing, interviewing, and career development workshops. Of the universities reporting workshops, however, only 11 percent offered sessions specifically designed for liberal arts students. A similar pattern emerged with career day programs, panels, and conferences. While 67 percent of the universities reported such activities, only one-fourth were specifically directed to liberal arts students.

Four-year colleges, especially liberal arts colleges, have been more active than universities in using their alumni to assist students with career exploration and job hunting. Forty-seven percent of the four-year colleges and thirty percent of the universities employ some form of alumni network. These vary from card files to computer lists cross-referenced by occupational title and geographic region. Some institutions also use their alumni to give students mock interviews or place students with alumni for short periods of time in "career shadow" programs.

Approximately one-third of the colleges and universities offer career development courses for academic credit. Though the amount of credit varied and a few institutions offered a sequence of career development courses, the typical course offers one hour of credit. Only six of the institutions surveyed have developed programs combining liberal arts majors with career-oriented concentrations or minors. Many institutions allow liberal arts students to minor in business but very few know how many, if any, of their liberal arts students take business courses.

Finally while most respondents indicated their institutions considered career advising a part of the academic advising role of the faculty, most also indicated that they did not know to what extent and with what success faculty were actually involved in career advising. While most academic deans expressed confidence that all of their faculty are involved in some career advising as a part of their academic advising, career counselors often responded that:

> We have tried to provide job supply and demand information to our faculty to be used in academic advising. If and to what extent this is used is up to the individual faculty member.

> We try. Success is limited because our faculty are very diverse regarding comprehension of and philosophy about career planning. Some few en-

courage and support it; others think it inappropriate.

It is difficult to involve faculty in career advising. Most have limited understanding of career options open to students in their area.

Are you kidding?

Only eighteen percent reported any *formal* activities involving faculty in career advising, and this involvement usually amounted to faculty advising of pre-law and pre-medical students.

The Need for Faculty Involvement

The lack of formal faculty involvement in career preparation of students is particularly disturbing since we are in the best position to encourage students early in their education to relate their studies with their life goals and to begin to explore career options. Unfortunately we are also in the best position to prevent that exploration if we convey an attitude of indifference or hostility to career planning and to the nonacademic world.

The reasons most often given to explain why liberal arts students have difficulty getting first jobs after graduation are that they have no specific career goals, they lack job-entry skills, and they wait too late to begin career considerations. A Pennsylvania State University *ad hoc* committee report, *Placement Services for Nontechnical Students*, explained, for example, that

> history, psychology, or biology students may have enjoyed their majors but often are unable to translate their academic background into specific career goals. This obviously is not a difficulty for graduates of business or technical fields. . . .Most technical majors, for example, have career goals which are almost built into their academic programs while psychology, biology and history students are often unclear of their vocational options following graduation. Indeed, it is not uncommon to find many seniors in nontechnical majors who cannot communicate any specific career options following graduation.[2]

This lack of career direction becomes evident in employment interviews. A typical scene reported by career service personnel and recruiters involves the liberal arts student who expresses an eagerness to work but does not know what he or she is qualified to do. An equally common scene shows the liberal arts senior who, in a panic, finally discovers the career service office. A similar point is made in a 1975 paper by the College Placement Council which attributed the difficulty

liberal arts students have getting their first jobs to a lack of awareness of employment options they could pursue. "Some students take a passive attitude and procrastinate until late in the senior year before giving serious consideration to post-college plans, and most have no skills of interest to employers."[3]

As teachers we are in an especially good position to offset these difficulties. Our role as career advisors and our liaison with career service personnel are crucial. Beginning career considerations early remains at the top of the list of advice career counselors give to liberal arts students. In the classroom and through academic advising we can assist liberal arts students in exploring the purposes of their education, in seeing the connection between education and work, in beginning to set personal goals, and in planning intelligently for the future. A common recommendation for improving career services is to involve those who have the greatest influence on students—the faculty. Clearly, however, the AAC survey shows that faculty involvement in career advising continues on a very limited basis.

The Liberal Arts and Vocationalism

Recent interest in the career value of a liberal arts education has been met with cynicism and with a charge of "rampant vocationalism." Implicit in both the charge and the cynicism is the belief that a concern for careers represents a departure from the traditional liberal arts education, a departure brought about by financial pressures rather than by examination of education philosophy. Certainly, much of this recent concern is a result of declining enrollments in liberal arts programs, but those concerned must remember that the liberal arts education of the 1960s and 1970s was vocational in a more restricted way. In those years graduate programs were growing as increasing numbers of liberal arts students continued their educations past the baccalaureate degree. As a result, the undergraduate curriculum during the 1960s and 1970s became increasingly specialized to prepare students for graduate and professional schools.

This turn away from general education requirements is summarized by Frederick Rudolph, who concluded that "by 1976 concentration was in charge of the curriculum. A survey of curricular developments and course selection for the period from 1967 to 1974 confirmed persistent trends—increased specialization, choice of electives in the field of concentration, the increase of electives at the expense of general education but not at the expense of majors."[4] Not only did the number of courses required for completing the liberal arts major increase—and usually at the expense of educational breadth, a traditional virtue of the liberal arts—changes in

the requirements for the major were often dictated by admission requirements in graduate and professional programs.

Now, as a result, many liberal arts programs are designed primarily to prepare students for legal, medical and academic careers. These obvious examples of vocational preparation cause one to consider the side effects of these curricular changes as they concern liberal education and career preparation. While liberal arts education has been praised for providing a broad education in the humanities, social sciences, and natural sciences, and while liberal arts faculty have criticized professional schools for their narrowness, it is not at all unusual for a history major to graduate without a course in physics or a chemistry major without a course in philosophy or literature. Advocates praise liberal education for providing general communication and analytic skills, but students in the humanities often lack course work in quantitative analysis and psychology majors can graduate with only minimal preparation in oral and written communication.

Second, the increased specialization of the liberal arts major has contributed to the idea that there must be a direct connection between a student's academic concentration and his or her career. This assumption has contributed, at least indirectly, to doubts about the value of a college education. James O'Toole and others categorize a person as underemployed if he or she enters an occupation different from the college major; O'Toole found that a significant number of recent college graduates, as high as eighty percent, are underemployed by this standard.[5] It is not surprising, then, that underemployment is a common problem attributed to liberal arts majors.

Both faculty members and career counselors have advanced this assumption. As the major increasingly has become specialized preparation for graduate or professional education, faculty advising usually consists of suggestions for entering graduate school, law school or medical school. Similarly, career counselors often advise students on the basis of major. The AAC survey gathered materials provided to students by career counselors. One listing of career options for philosophy and theology majors suggested the following: theologian, religious brother/sister, philosopher, school/college chaplain, church secretary, clergyman, welfare worker, missionary, military chaplain, teacher, rabbi, social worker, lay church worker, anthropologist, writer. While this list may be more narrow than most, it is a clear example of the notion that career choices must match the major. Such stereotypical thinking results either in students allowing the current job market to dictate their educational choices, or in graduates becoming dissatisfied when faced with the prospect of taking jobs outside their undergraduate major.

To express interest in the relation between education and work is not to turn away from the traditional value of liberal arts education. Instead, it is a return to the much older idea that liberal arts education provides students with broad knowledge and skills useful in whatever occupations they enter. The notion that one judges the quality of a liberal arts program on

the basis of graduate school admissions, or that one measures the value of a liberal arts education by the extent to which a graduate's occupation is directly linked to the major, should be rejected. When jobs were plentiful and when graduate school was a realistic option for our students, we could be less concerned with students' employment prospects. If we are to respond effectively to the needs of today's career-oriented students and if we are to meet the charge that a liberal arts education is a luxury, we must become actively involved in meaningful career advising.

Barriers to Faculty Involvement

Philosophical as well as practical barriers have prevented effective faculty participation in career advising. On most campuses academic and career preparation are both conceptually and organizationally distinct. Rarey do we teachers include career preparation as part of our academic responsibility, and we think that career counseling is much like the campus health service—merely an extra service the college provides. The result is misunderstanding between the faculty and career service personnel: faculty often view the career service office merely as a job placement bureau, and career service personnel interpret this misunderstanding as a lack of concern for our students' futures. It is essential, however, to see that we share a common purpose—the preparation of students for purposeful living.

The conceptual separation results in a failure to make explicit the relation between liberal arts education and work. The point has recently been made by Ernest Boyer and Arthur Levine in *A Quest for Common Learning*, that "work choices are exceedingly important in our lives yet colleges fail to help students explore, with care, the meaning of vocation."[6] While nearly every institution responding to the AAC survey reported workshops on resume writing and interviewing available to their students, slightly over 30 percent offered career development courses for academic credit and only a handful of these were designed to explore the nature of work or the place and value of work in a philosophical, historical, or social context.

This failure to give serious consideration to the relation between education and work results from several confusions that invariably enter any discussion of the career value of liberal arts education. Because we believe, and wish to impart to our students the belief, that a liberal arts education is valuable for its own sake, we often impart the idea that liberal arts education and career preparation have mutually exclusive goals. Because we do not aim at preparing students for specific vocations, we fail to impart the idea that they are acquiring valuable career-related skills. The result is that those

students who are career oriented feel they must opt for a business or technical education if they wish to prepare for careers. Advocates of liberal arts education—especially liberal arts faculty—have not been sufficiently successful in persuading students that a liberal arts education is intrinsically valuable and utilitarian as well. Thomas Green has observed that "if we are to understand the relation between education and work we need to make *a sharp distinction between work and job.*"[7] Work is meaningful activity done with purpose. In preparing students for careers we are preparing them for a life of work. In this sense, career preparation is a part of the traditional goal of liberal arts education—the preparation of individuals for purposeful lives.

We need to make explicit to our students and to potential employers the fact that a liberal arts education is especially suited for developing important work-related skills and abilities. Because it is not the role of a liberal arts education to provide specific skills required for a particular job, we sometimes forget that it does provide other important skills. As teachers we are the most concerned with the content of our classes, forgetting that in the course of studying history, or designing a physics experiment, or reading philosophy or literature we are developing work-related abilities. James O'Toole suggested that

> in a job environment dominated by change, these will be marketable skills: the ability to understand one's relation to one's environment, to control the elements in one's life, to understand one's self, to be sensitive to others and to nature, to be able to synthesize and analyze issues and problems, to be adaptable, flexible and curious, to be able to communicate and to lead . . . . Historically, the people most able to adapt to the vicissitudes of social life have been the liberally educated, for whom learning has always been a way of life.[8]

If we fail to make clear this aspect of liberal arts education, students will probably have difficulty understanding and articulating the skills they have when approaching prospective employers.

While the present generation of students may be more career-oriented than students of the sixties, in reality they are making educational choices on the basis of what it takes to get their first jobs. The general skills acquired and refined through a liberal education, however, are just the skills most consistently associated with long range career success. George O. Klemp, for example, has studied successful individuals in a wide range of occupations and professions and has demonstrated that cognitive skills, motivations, and interpersonal skills contribute most to superior performance. Klemp's most consistent finding was that "it is neither the acquisition of knowledge nor the use of knowledge that distinguishes the outstanding performer, but rather the *cognitive skills* that are developed and exercised in the process of acquiring and using knowledge."[9] In an especially interesting extension of Klemp's findings, Arthur Chickering

has recently suggested a "striking agreement" between Klemp's analysis of factors for success and the qualities Cardinal Newman attributes to liberal education in the *Idea of a University*. Chickering concludes that "this agreement strongly supports higher education's traditional response concerning liberal education and preparation for work. Can liberal education and preparation for work be separate? Is it possible to address one major purpose effectively without addressing the other: the answer is clearly 'No'."[10]

Content acquisition and skills acquisition are not mutually exclusive. What liberal arts students most often lack are not skills but the ability to relate their education to the requirements of work. We must be realistic, though; even if the general skills developed are made explicit, liberal arts students often do lack certain job-entry skills. Students should not be forced, however, to choose between a liberal arts education and business or technical programs in order to acquire short term entry skills. Usually an intelligent selection of elective courses can make up any deficiencies. In a survey conducted at Central Washington University of employers selected from the *College Placement Annual*, 80 percent of the employers indicated that employment and career opportunities for nonbusiness majors were enhanced with some course work in business administration, economics, statistics, or computer science.[11] This observation points again to the need for liberal arts students to begin career consideration early, as well as for liberal arts faculty to appreciate the connection between academic and career advising.

Of the practical barriers to faculty participation in career advising, three are worth noting. First, career counseling and academic functions are by tradition organizationally separate, contributing to a lack of functional connection between academic and career preparation and a lack of communication between the faculty and career service personnel. David Drum and Howard Figler have suggested that the counselor's purpose "has traditionally been to solve problems that are not solvable in the academic setting; hence, he stands clearly outside the mainstream of the academic community."[12] Originally, counselors were brought to campus to deal with specific problems—psychological, academic, occupational—which some students experienced; they were not initially concerned with the general development of all students. While the role of the counselor has evolved, the image of the counselor in academic quarters remains the original one, especially in the case of career services programs, which began as placement bureaus for graduating seniors, and only recently have evolved into comprehensive career development programs. Where once the main responsibility was to arrange on-campus recruiting, now increasing numbers of career offices are offering sequences of career development activities designed for the full four years of a student's education. Because of peripheral status and organizational separation, however, they have had little success in gaining support from academic administrators and in encouraging participation by faculty.

Second, we as faculty often have

only a limited appreciation for the range of occupational options available to our students, and are therefore ill equipped to offer career advice beyond occupations traditionally associated with our disciplines. Further we are not prepared by our own job search experiences to assist students who seek nonacademic jobs. The curriculum vitae is quite unlike the resume. Academic jobs are conveniently listed in association bulletins, while many jobs students seek are not listed anywhere. Initial faculty interviews are conducted at association meetings with major professors nearby to lend support; students must make the rounds of personnel offices. Some of us may be lucky enough to have to decide between teaching our academic specialities at one college or another, but rarely must we choose between different types of occupations. We may thumb through a particular department's course descriptions before visiting the campus, but we seldom need to know how to research an organization in preparation for an interview. A teacher is not normally required to justify the relevance of his or her education to the requirements of the job, but a liberal arts student must explain how a major in history has prepared him or her for a position in a bank. Not only are we as teachers unprepared by our own experience, but we often harbor misconceptions about business. It is not surprising, then, to find little faculty participation in career advising beyond the traditional and the perfunctory.

Third, there has rarely been adequate administrative support or incentive to encourage career advising as part of faculty development and evaluation. Generally, interested faculty must be willing to take on career advising as an extra activity; it is seldom an option in lieu of other responsibilities. Because successful career advising depends on improving faculty understanding of counseling as well as career options, it will require time and training. Without appropriate administrative support, it is unlikely that faculty involvement in career preparation activities will increase.

Preparing the Institution for Change

In most institutions, programs that seek to increase and improve faculty involvement in career preparation constitute a significant change in the traditional way we have participated in career advising. As with any proposed change, attention must be given to the process of program implementation. Academics are primarily content oriented; we tend to think that if a problem exists, reasonable people will recognize it, and through research and reflection a good idea will emerge to solve it. We think that reasonable people will embrace a good idea when it is offered, but all of us know of too many failed attempts to implement good ideas, often because little con-

sideration was given to the process of preparing the institution and the faculty for change. Many times a small number of people concerned about a problem formulate a proposal, offer it to an unsuspecting faculty for approval, and are then dismayed by the hostile or indifferent reception it receives. For example, a widely discussed advising model, which had been under development for nearly two years, failed to gain approval when presented to the general faculty. When asked for an explanation of the failure, one person involved with the project observed that the faculty felt the proposal was being forced on them when it wasn't clear that there was a problem sufficiently serious to justify the recommended changes. The more controversial or different from existing activities a proposal is, the more it is necessary to consider the personal and political realities of institutional change. A large body of literature already exists on strategies for change; while I do not intend to summarize or add to it, there are a number of useful techniques for involving faculty in career preparation activities.

It is almost too obvious to state that a change in normal activities is not likely to be accepted unless it is generally recognized that there is a situation which requires changing. Yet the difficulty of recognizing that there is a problem is perhaps the greatest impediment to change, especially in educational institutions. In asking why change in colleges and universities is so difficult, Jack Lindquist has observed that

> unless organizational members, leaders or external supporters perceive a wide gap between what they think the organization should be doing and what they believe it is doing, they are not likely to bother changing it. In colleges and other organizations, a gap between low income and high expenditures can be readily perceived. . . .Gaps in education performance, like performance gaps in social service organizations, are far less easy to perceive. . . .Colleges have complex goals, not merely profit, and often have internal disputes about just what those goals should be. It is hard to reach consensus about what we should be doing, let alone how.[13]

Because there is no agreement about the nature of liberal arts education, much less its goals, there is not likely to be immediate recognition that the difficulties liberal arts students have identifying career goals, exploring options, or getting a first job constitutes a "performance gap" in need of closing.

Alma College has proved unusually successful involving its faculty in a comprehensive program which integrates career and academic preparation. One reason for Alma's success was involvement of people sensitive to the processes of change in the development of the program. Alma's experience serves as a useful case study of the process of implementation. An excerpt from the dean's report on the involvement of faculty follows:

> An initial and important step in getting faculty members involved in our career preparation program was the identification of

needs—individual, instructional and societal—that could be met by the College and the individuals within it in a way consistent with the College's traditional mission and the biases of the individuals within it. The identification of needs began, at least explicitly, at our Faculty Pre-School Conference in 1975, one year before our career preparation program started. The theme of the conference was "Developing the Career Potential of the Liberal Arts." Its tone was very low-keyed and non-threatening: no outside consultants were involved—the faculty simply spent a great deal of time talking to one another about student advising and career counseling. Pre-professional faculty advisors—pre-engineering, pre-medical, etc.—served as catalysts and recorders for informal discussion groups. In addition, a panel including a college senior, a prospective freshman, a student's parent and a business personnel director, discussed with the faculty as a whole what it was each expected from a college education. In brief, the panel members agreed that a college education ought to provide basic skills and knowledge transferable to the world of work.

In general, based on the reports of the discussion groups, the participants felt that the faculty as a whole had responsibility for career counseling, but needed the support of an expanded counseling office including much more information about career opportunities, especially in fields other than their own. Anxiety was expressed about career counseling, but the faculty members clearly felt a need, were asking for help and were ready to accept it in meeting that need.

The faculty also made several concrete suggestions for developing the career potential of the liberal arts. Building these suggestions into the career preparation program along with subsequent and frequent opportunity for faculty input into program planning gave faculty a sense of ownership, critical in winning their support.

To help assure faculty support and involvement in career preparation, the program's goals and activity components were based on existing missions and on-going programs—weaving the threads of the past to meet the demands of the present in order to endure in the future. Specifically, the program was philosophically compatible with overall traditional institutional goals, goals to which most of the faculty were strongly committed. Every effort was made to demonstrate the compatibility of the program objectives with catalog and other formal statements of institutional mission. Program components were based on existing, on-going activities such as pre-professional advising, practicums (internships), programs of emphasis (student designed majors) and the one-course May Term.

All changes were incremental: tried and tested programs were changed marginally, one step at a time, and given an overarching direction. This is the "salami technique" of change. Rather than ask for a whole salami, you ask for it one slice at a time, eventually getting the whole salami. In this way very few vested interests were threatened and resistance to change was minimized. We started with a few volunteer faculty, pilot groups of students and, in general, a very low profile.

Critical also in maximizing faculty support and involvement, was making the program flexible and encompassing enough to meet the diversity of individual faculty needs, including needs that were diametrically opposed. It is this characteristic of our career preparation program that reminds me of the "something-for-everybody casserole," a casserole we serve frequently at home in which all members of the family, who have very diverse likes and dislikes, can find at least one thing they like to eat and leave the rest behind. For the traditional guardians of the liberal arts on our faculty, the career preparation program was seen as a way of preserving the traditional liberal arts by making students with a liberal arts education much more marketable without introducing technical courses into the curriculum. For the pragmatists on the faculty, the program was seen as a way of adapting the liberal arts to societal needs and the changing market for the college educated. As is common in politics, a lack of clarity about specific goals is an effective strategy in building broad coalitions or, in other words, the "fuzzy-headed way to success.

Administrative support for our career preparation was essential in assuring faculty responsiveness from the very outset. The president of the college made it clear that the program had firm administrative backing. This support did not take the form of "Do it or else," but instead, the president indicated that the administrative staff stood ready to put its effort behind the faculty's career preparation program.

Maintenance and expansion of support by the faculty for the program hinged on the inclusion of many subobjectives, objectives that could be met with a reasonable amount of effort in the short run. In this way many little successes were guaranteed along the way and perhaps, more importantly, the opportunity for staff and faculty members to share success stories, stories that grew in the telling, creating an atmosphere comparable to that at [Alcoholics Anonymous] meetings or religious revivals. Shared were stories about practicums leading directly to high-paying jobs, faculty contacts leading to paid consultancies, etc. Interestingly, it is important to avoid too much success too soon, in order not to

threaten those whose support you have won, because they felt the program would not make much of a dent on business as usual.

Monetary rewards in the short run and nonmaterial rewards in the middle and long run were also essential in sustaining faculty support for the program. Faculty members received a stipend for participating in career development workshops, travel allowances for visiting practicum sites, etc. Nonmaterial rewards included visibility for individual faculty members, and professional contacts, sometimes leading to consultancies, etc. Individual and institutional recognition were essential in developing a feeling of individual and institutional self-worth. Recognition of Alma College as a national model for career preparation contributed much to a general sense of well-being.

Maintaining momentum was important, finally, in cementing faculty commitment to the program and at the same time openness to change. As objectives were met we moved on quickly to next ones, always building on the threads of the new program, now accepted, to move ahead to the next round of planning and program development. Our successes were not laurels to rest on but springboards to the next programmatic thrust in the never-ending effort to keep the college on the cutting edge of higher education.[14]

Not every college, of course, will want to develop a program of career preparation as comprehensive as the one at Alma College. Nevertheless, this account is instructive for innovations of any scope. To prepare the institution for expanded participation by faculty in career preparation activities it is important to involve faculty in the identification of the problem, to assure faculty participation in developing solutions, and to build faculty and administrative support for the programs to be implemented.

Campus Programs Involving Faculty

Alma's program is one of the better known examples of projects which integrate career preparation and liberal education. Responses to the AAC survey of campus programs, however, revealed other innovative projects aimed at involving liberal arts faculty in career advising activities, projects which could easily be adapted and implemented on other campuses.

Alma College began with a general discussion of the relation of education to work by all of its faculty. Starting on a smaller scale, some schools began with opinion leaders or other faculty generally respected by students and

their peers. One such approach was developed by the Center for the Study of Higher Education of **Memphis State University**. The Center organized a professional development program for representatives of each of the university's six colleges. Thirty-seven participants from the Colleges of Arts and Sciences, Business, Communications and Fine Arts, Education, and Engineering, and the University College met for four day-long sessions to address issues confronting the future of the institution. The theme for the first session was "Liberal Education, Preparation for Work, and Adult Development." During this session, faculty whose teaching areas were as different as medieval literature, real estate, and engineering technology explored the purposes of education, the nature of liberal education, and the relation between education, adult development, and work. After each session participants wrote reflective papers, then submitted final task force reports to the president of the university. The task force on liberal education concluded that the institution's objective should be to educate students so that they will be useful to themselves and to society. Elaborating upon this objective, the report "cautions the technologist that *usefulness* must not be seen in terms of specific occupational expertise, and it cautions the generalist that students, upon graduation, must in fact assume some useful function in society." The report recommended improvements in academic advising and better cooperation between advocates of liberal education and technical and professional faculty.

A more informal approach to initial discussion was taken by Yungwha Min, now Director of Career Services at the **College of Saint Rose**, when she held a similar position at **Union College**. She sought to improve faculty support for the career center, beginning by attending activities related to academic affairs—department colloquia, lectures, exhibits, student meetings—in order to meet the faculty and to identify those individuals who were respected by students. Using this initial contact, she met with those faculty members to explain the developmental and educational role of the career center and to invite them to participate in a "Faculty and Student Dialogue on Liberal Arts and Beyond." Topics for faculty-student panels included myths about liberal arts and career choices, values clarification and goal setting, what can be done with a liberal arts education, the meaning of work in the 1980s, and the transition from college to career. The program resulted in increased visibility and credibility for the career center, a closer working relationship between the center staff and academic departments, increased awareness of the importance of career planning, and increased numbers of students referred to the career center by the faculty.

In each of these institutions, initial discussion served four purposes: to identify problems students face, to increase awareness of the career value of liberal arts education, to identify institutional needs, and to create a climate for change. It bears repeating here that in addition to increased awareness, faculty must develop a better understanding of business in general, of career options available to our students, and of the techniques

needed to seek satisfying work.

One way to increase faculty understanding of the business world and options available to liberal arts students which, at the same time, may stimulate closer cooperation between the college and the business community, is to bring members of the faculty and representatives of business together to discuss issues of mutual concern. **Colby College,** for example, recently sponsored a two-day conference, "Business and the Liberal Arts: An Assessment of Purpose and Responsibility." With support from the Shelby Cullom Davis Foundation, Colby invited faculty, students, and executives from such companies as Gulf Oil Corporation, Arthur Anderson and Company, *The Wall Street Journal, Time* magazine, the Chase Manhattan Bank, and Union Mutual Life Insurance to discuss the relation of the liberal arts to business. In preparation for the conference, participants were provided with background reading keyed to five session topics: Conceptions of the Liberal Arts; Academic Views of Business and Business Views of Academia; What Does Business Want from the Liberal Arts?; Future Developments for Business and the Liberal Arts; and Future Relations Between Business and the Liberal Arts. Through formal presentations and roundtable discussions, the participants examined misunderstandings which exist and developed substantive recommendations for improving relations. The report of the conference concluded that while stereotypes of "ivory tower professor" and "real world, bottom line executive" remained, there was an improved awareness of mutual dependency and similarity of interests between business and the liberal arts. It was agreed that a radical revision of the traditional liberal arts curriculum was unnecessary, but that students needed to be advised to develop entry-level skills, and that liberal arts colleges needed to offer accurate information about business and provide cogent career planning. Finally, it was agreed that both business and the liberal arts had an obligation to learn more about one another and to foster dialogue which could contribute to better understanding.

Jackson State University held similar conferences in order to improve relations between business and predominantly black colleges. Supported by the National Alliance of Businessmen, the "Industry/Cluster Conference" included students, faculty and potential employers from the Mississippi, Louisiana, and Alabama region discussing liberal studies students and their marketable skills.

Whereas Colby College and Jackson State University were primarily concerned with improving relations between their particular campuses and their business communities, the **Association of American Colleges** conducted a series of conferences across the country which brought faculty from various colleges in a region together with middle level management people and company recruiters. The first was held in the San Francisco area and included faculty from area colleges who met for two days with local executives, recruiters and personnel directors. As with the conferences at Colby and Jackson State, its aim was to overcome misunderstanding and improve relations be-

tween the liberal arts and the corporate world. In addition to developing general recommendations, the 23 participants at the AAC conference decided to continue meeting as a group. Individual faculty members have since invited executives to speak to their classes, arranged internship placements, and organized industry projects for sabbaticals. Plans were made to include faculty in company seminars; business and faculty participants identified new sources of expertise of value in their respective jobs. Similar conferences have been held in Hartford and Memphis.

The most common way in which faculty come into contact with their counterparts off campus has been as supervisors for student internships. Some colleges, however, are developing opportunities for faculty to intern in business, industry and public service organizations. **Birmingham-Southern College** initiated a "Visiting Professor Program" as part of "Project Work-Learn" supported by the Kellogg Foundation. Teachers from history, English, philosophy, economics, classics, foreign languages, political science, psychology education, and art worked during the summer or the interim term in a variety of organizations and businesses. In two years, 27 professors have participated in the program. A psychology professor, for example, worked with the personnel department of a retail corporation to improve testing procedures for hiring employees. A history professor and a Spanish professor worked for different banks assisting in the preparation for trade missions to Latin America. An economics professor designed a training program for nuclear reactor employees. A classics professor, working for a public relations firm, designed a fund raising brochure. As with the college-business conferences, Birmingham-Southern found that this faculty exchange program not only helped faculty to become more effective with their students but it also improved relations between the college and business community. Several new faculty projects resulted as well. One professor began a new course in career planning and other professors developed a course titled "Culture and the Workplace" offered in conjunction with a summer internship program for students. **St. Olaf College**, with a grant from the Northwest Area Foundation, has developed a similar program of faculty internships.

Career advising is often considered part of the academic advising role of the faculty, although usually it is assigned lower priority. A number of studies of academic advising have revealed inconsistencies in faculty and student perceptions of the role of the advisor. Students see the advisor as a personal link with the college and look to the advisor for help in deciding educational and personal goals. The faculty view it as a routine administrative task rather than a counseling responsibility. According to the faculty, the advisor's function is to assist with course selection, registration and perhaps with tracking student progress. For this reason students often report receiving inadequate advising. Neither academic nor career advising can be relegated merely to an administrative duty if either is to be successful.

One impediment to effective academic and career advising is the lack of administrative support. In planning

a university-wide program of career advising at **Appalachian State University**, the director of career planning recommended that faculty be evaluated for their performance as advisors as well as teachers, and that good advising be included in considerations for promotion, salary increases, and tenure. In addition to solid support, career advisors will often need training. **Bates College and Carleton College** have each designed programs to improve the quality of career advising through in-service training for faculty advisors.

At Bates College the F.A.C.T. Program (Freshmen Awareness of Career Topics) was developed to encourage students to begin the career planning process as early as possible. The program was supported by a grant from the Mobil Foundation. Bates freshmen are housed in units of ten to twelve students with a faculty advisor and junior advisor assigned to each unit. As part of the F.A.C.T. Program, advisors participated in a one-day training session consisting of workshops on choosing courses and major, the career planning process, exploring the world of work, the roles and expectations of men and women, and the transition from the campus to the work world. Faculty advisors were paid a small honorarium for their participation. In the workshops for faculty, the career counseling staff led the faculty through various exercises used to help students analyze their own goals and values and to identify marketable skills. After the workshops, faculty reported that the sessions not only increased their awareness of the career counseling center's work but also provided ways to assist their students.

Carleton College appointed a faculty career advisor for each academic department, and with a Northwest Area Foundation grant, provided a variety of training opportunities such as faculty internships, site visits to investigate job opportunities for students, and participation in conferences concerned with liberal arts disciplines and careers. The faculty advisors in each department assumed primary responsibility for career advising as career planning referral centers for students. In addition, Carleton established teams of alumni for each department to serve as a "career brain trust" to assist the faculty advisors.

Hood College has developed an academic manual for faculty which includes a section on career planning. The manual encourages faculty advisors to help students expand their views of career opportunities. It provides advisors with exercises to help students set realistic and achievable goals by examining obstacles, identifying existing abilities and skills, and determining skills necessary to achieve these goals. The manual also includes a summary of resources available to advisors and students in the career resources center.

One difficulty liberal arts students often have with job interviews is an inability to identify job-related skills they have acquired from their education. Because teachers are primarily concerned with the content of their courses, they often do not make explicit the skills they also teach. Several colleges have found that an analysis of liberal arts education in terms of the

skills it develops and refines both increases faculty awareness of the career value of liberal arts education and provides information to help students articulate their marketable skills. At **Gettyburg College** some faculty members have been involved in a program to identify skills taught in their classes. Several humanities faculty at **Memphis State University** developed a "humanities student profile" by analyzing the typical humanities major in terms of the analytic, reflective, research, communication, and adaptive abilities developed. This profile has been sent to area business executives and personnel directors for reactions and recommendations, and will ultimately be printed in a form useful to faculty, students and potential employers. **San Francisco State University** has prepared a list of career-related "Liberal Skills," which are defined as "transferable, functional abilities which are required in a wide range of problem-solving situations and task-oriented environments." The skills are identified in categories of information management, design and planning, research and investigation, communication, human services and relations, management and administration, critical thinking, and valuing. This list has been used as the basis for workshops in which faculty and business people match these skills with specific jobs.

Teachers influence students in the classroom as well as through advising. Providing courses which encourage students to consider the nature of work and its relation to education is another way faculty can respond meaningfully to the career concerns of liberal arts students. Teachers at several colleges have demonstrated that the subject of work does not require a departure from the content and goals of the liberal arts curriculum. Courses as elaborate as a university-wide freshman colloquium and as simple as a single section of English composition have been developed with career development in mind. **Johnson County Community College**, for example, has designed a section of its Communication I course with an emphasis on career decision making. Though the purpose of the course is to improve writing skills, the prewriting and composition topics deal with students' work experiences, work attitudes, goals and values, and life stages and leisure.

The **University of Denver** offers two programs for students in the College of Arts and Sciences—"New Directions for New Students," a freshman colloquium, and "Discovery: A Program for Exploring Academic-Career Directions." The first is a series of lectures, small group meetings and individual goal-setting interviews with faculty members, which freshmen can take for one quarter credit or no credit. It aims at orienting students to the college by initiating discussion of what they hope to get out of their education and by beginning their planning for life after college. The companion "Discovery Program" assigns each student a faculty advisor and a peer advisor and includes a four-year career development program. Similar freshman seminars are offered at the **University of South Carolina** and the **State University of New York at Buffalo**.

Scripps College offers a course emphasizing the relation between study

and work, taught in conjunction with the Humanities Internship Program. Students in the intern program are required to take the Humanities Internship Seminar. Structured around the ways work had been understood in history, the seminar syllabus has included readings as diverse as Homer, Virgil, Aristotle, B.F. Skinner, Rollo May, and Hannah Arendt. The **University of California—Riverside** has developed a Humanities Intern Program on the same model as Scripps.

Trinity College (CT) and the **University of Southern California** offer full credit elective courses which examine the place and value of work in Western culture. Both courses are interdisciplinary, drawing from material in psychology, economics, literature, sociology, and philosophy. The humanities seminar at the University of Southern California, "Cultures, Individuals and Their Occupations," begins with ancient eudaemonistic and religious ethical views, continues with an examination of the Protestant work ethic and the place of work and family in the Industrial Revolution, and concludes with an analysis of corporate and post-industrial society. The course at Trinity College, "Work, Leisure and the Individual in America," considers such topics as employment and leisure problems and the labor movement in America. In addition to work in the classroom, students during one semester were required to interview travelers at an airport about their jobs and their attitudes to work. During another semester, students took a field trip to New York City to interview corporate executives.

Finally, the **University of Kansas** Business and the Humanities program, developed by the School of Business and the College of Liberal Arts and Sciences with support from the National Endowment for the Humanities, gives business students a broad background in the humanities and provides an opportunity for humanities students and faculty to explore the relation between the humanities and business. The departments of philosophy, English, history, and foreign languages have introduced courses on moral issues in business, literature and business, labor history, and business and foreign area studies. In "Business and English," for example, students analyze the treatment of business activity in a selection of nineteenth and twentieth century British and American works. The program also concludes a junior-senior honors seminar in business for humanities majors.

Concluding Remarks

The activities and programs described in this monograph do not, of course, exhaust the ways colleges are assisting liberal arts students with career planning. They are representative, though, of the dedication and imagination of some colleges and individual faculty members as they respond to career concerns of liberal arts students. There is no doubt that today's students, faced with economic uncertainties, are more career conscious than their peers of the 1960s and 1970s. We cannot allow the state of the economy and the requirements of the first job, however, to steer students away from the liberal arts. We as liberal arts faculty have both the opportunity and the obligation to help our students realize the connection between their education and the rest of their lives.

Notes

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For Further Information

Richard Pyle
Director
Alma College Career
Preparation Program
Alma College
Alma, Michigan 48801

John F. Thompson
Center for the Study of
Higher Education
Memphis State University
Memphis, Tennessee 38152

Yungwha Min
Director
Career Services
College of St. Rose
Albany, New York 12203

Sonya O. Rose
Associate Dean of Faculty
Colby College
Waterville, Maine 04901

Pearl Vincent
Director
Career Counseling
and Placement
Jackson State University
Jackson, Mississippi 39217

Kathryn Mohrman
Director of Programs and National Affairs
Association of American Colleges
1818 R. Street, N.W.
Washington, D.C. 20009

W. Edmund Moomaw
Vice President for Academic Affairs
and Dean of the College
Birmingham-Southern College
800 8th Avenue, West
Birmingham, Alabama 35204

Thora Phelps
Career Counselor
Co-Director, Bridges Project
St. Olaf College
Northfield, Minnesota 55057

Robert L. Randall
Office of Placement and Career Development
Appalachian State University
Boone, North Carolina 28608

Margaret Rotundo
Director
Office of Career Counseling
Bates College
Lewiston, Maine 04240

Mylla Urban
Associate Dean of the College
Director, The Career Center
Carleton College
Northfield, Minnesota 55057

Darcey M. Poole
Director of Career Planning and Placement
Hood College
Frederick, Maryland 21701

Denise Dwight Gingrich
Director
Career Services
Gettyburg College
Gettyburg, Pennsylvania 17325

Paul Breen
Assistant to the Undergraduate Dean
San Francisco State University
San Francisco, California 94132

Roscoe Hill
Associate Dean
College of Arts and Sciences
University of Denver
University Park
Denver, Colorado 80208

Margaret Newhouse
Director
Humanities Internship Program
Scripps College
Claremont, California 91711

Ron Grotessman
Division of the Humanities
University of Southern California
University Park
Los Angeles, California 90007

Diane F. Lindsay
Assistant Director
Career Planning
Trinity Collge
Hartford, Connecticut 06106

John Tollefson
Dean
School of Business
202 Summerfield
University of Kansas
Lawrence, Kansas 66045